

# **Equality & Human Rights Impact Assessment (EHRIA)**

This Equality and Human Rights Impact Assessment (EHRIA) will enable you to assess the **new, proposed or significantly changed** policy/ practice/ procedure/ function/ service\*\* for equality and human rights implications.

Undertaking this assessment will help you to identify whether or not this policy/ practice/ procedure/ function/ service\*\* may have an adverse impact on a particular community or group of people. It will ultimately ensure that as an Authority we do not discriminate, and we are able to promote equality, diversity and human rights.

Before completing this form please refer to the EHRIA guidance, for further information about undertaking and completing the assessment. For further advice and guidance, please contact your Departmental Equalities Group or [equality@leics.gov.uk](mailto:equality@leics.gov.uk)

*\*\*Please note: The term 'policy' will be used throughout this assessment as shorthand for policy, practice, procedure, function or service.*

<b>Key Details</b>	
<b>Name of policy being assessed:</b>	Proposal to build a new 210 place primary school in Castle Donington to open in August 2021
<b>Department and section:</b>	Children & Families Service, School Organisation Service, Leicestershire County Council
<b>Name of lead officer/ job title and others completing this assessment:</b>	Neil Aldridge-Clyne; School Place Planning Officer
<b>Contact telephone numbers:</b>	0116 305 8039
<b>Name of officer/s responsible for implementing this policy:</b>	David Atterbury; Head of Service, School Sufficiency
<b>Date EHRIA assessment started:</b>	20 <sup>th</sup> January 2020
<b>Date EHRIA assessment completed:</b>	30 <sup>th</sup> January 2020

# Section 1: Defining the policy

## Section 1: Defining the policy

You should begin this assessment by defining and outlining the scope of this policy. You should consider the impact or likely impact of the policy in relation to all areas of equality, diversity and human rights, as outlined in Leicestershire County Council's Equality Strategy.

<b>1</b>	<b>What is new or changed in this policy? <i>What has changed and why?</i></b>  Proposal to build a new 210 place primary school (academy) in Castle Donington to open in August 2021. This academy is being established to serve the Castle Donington housing development of 895 dwellings.  This school is being funded using Section 106 funding from the above housing development but it is intended the developer will construct the school.  This development will have a positive impact for the new community evolving from the housing development; ensuring high quality education can be accessed by all catchment children.
<b>2</b>	<b>Does this relate to any other policy within your department, the Council or with other partner organisations? <i>If yes, please reference the relevant policy or EHRIA. If unknown, further investigation may be required.</i></b>  The Education Act 2006 places a statutory duty on the County Council to ensure that there is a strong supply of good school places available to meet demand.  The establishment of the new primary school will help deliver the County Council statutory plan for the provision of school places and ensure there is access to good quality schools within the Castle Donington area, in particular to meet the demand arising from the new housing in the area.
<b>3</b>	<b>Who are the people/ groups (target groups) affected and what is the intended change or outcome for them?</b>  Providing a new primary Academy will help best meet the demand for places whilst providing for parents and pupils greater local choice. A new school would also offer the opportunity to improve education generally by strengthening local partnerships and collaborative working and bringing new expertise and knowledge to the area.

<b>4</b>	Will this policy meet the Equality Act 2010 requirements to have due regard to the need to meet any of the following aspects? <b>(Please tick and explain how)</b>			
		<b>Yes</b>	<b>No</b>	<b>How?</b>
	Eliminate unlawful discrimination, harassment and victimisation	✓		Ensuring children are taught in a community-based setting, with clear policies addressing those listed.
	Advance equality of opportunity between different groups	✓		All children and families regardless of background or protected characteristics will have an equal opportunity to apply for a place at the school
	Foster good relations between different groups	✓		Community provision will be available which will support the development of good relations in the community.

## Section 2: Equality and Human Rights Impact Assessment (EHRIA) Screening

**Section 2: Equality and Human Rights Impact Assessment Screening**  
 The purpose of this section of the assessment is to help you decide if a full EHRIA is required.

If you have already identified that a full EHRIA is needed for this policy/ practice/ procedure/ function/ service, either via service planning processes or other means, then please go straight to Section 3 on Page 7 of this document.

<b>Section 2</b>			
<b>A: Research and Consultation</b>			
<b>5.</b>	Have the target groups been consulted about the following? <ul style="list-style-type: none"> <li>• their current needs and aspirations and what is important to them;</li> <li>• any potential impact of this change on them (positive and negative, intended and unintended);</li> <li>• potential barriers they may face</li> </ul>	<b>Yes</b>	<b>No*</b>
		✓	
		✓	
		✓	
All multi-academy trusts that serve Leicestershire schools have been contacted by letter to advise that the County Council is seeking <a href="#">Expressions of Interest</a> from Academy proposers to establish a new primary school to serve the Castle Donington area. The DfE are working with the LA throughout the process. A <a href="#">brochure</a> has been produced detailing the new school process .			

6.	If the target groups have not been consulted directly, have representatives been consulted or research explored (e.g. Equality Mapping)?	n/a	n/a
7.	Have other stakeholder groups/ secondary groups (e.g. carers of service users) been explored in terms of potential unintended impacts?	✓	
8.	*If you answered 'no' to the question above, please use the space below to outline what consultation you are planning to undertake, or why you do not consider it to be necessary.		
	n/a		

<b>Section 2</b>			
<b>B: Monitoring Impact</b>			
9.	Are there systems set up to:	<b>Yes</b>	<b>No</b>
	a) monitor impact (positive and negative, intended and unintended) for different groups;	✓	
	b) enable open feedback and suggestions from different communities	✓	
<p>There will be Design Team Meetings held with reps from the successful academy, LA, promotor of the Castle Donington housing development, appointed contractor and sub-contractors to monitor the design and sign off work packages as the construction progresses. Each area is agreed before further work can be undertaken</p> <p>Once construction has completed the LA will undertake its parent champion role to monitor the progress of the school via Ofsted Reports, Ofsted Parent View and by listening to family and community feedback.</p>			
<p><b>Note: If no to Question 9, you will need to ensure that monitoring systems are established to check for impact on the protected characteristics.</b></p>			

**Section 2****C: Potential Impact****10.**

Use the table below to specify if any individuals or community groups who identify with any of the 'protected characteristics' may potentially be affected by this policy and describe any positive and negative impacts, including any barriers.

	Yes	No	Comments
<b>Age</b>	✓		Neutral/positive Impact. The new school may add additional pressure on early Year's providers.
<b>Disability</b>	✓		Positive impact. Disabled children in this new community will have increased access to local school places. The new school is a single storey building and will be fully accessible.
<b>Gender Reassignment</b>	✓		The change will have a Neutral impact on this characteristic as support would be offered by the school regardless of gender reassignment the school focus is to identify and support the needs of the pupil not to discriminate against.
<b>Marriage and Civil Partnership</b>	✓		The change will have a Neutral impact on this characteristic as it is not relevant whether parents are married or in a civil partnership for a pupil to attend the new primary School.
<b>Pregnancy and Maternity</b>	✓		The change will have a Neutral impact on this characteristic
<b>Race</b>	✓		The change will have a Neutral impact on this characteristic as support would be offered by the school regardless of race.
<b>Religion or Belief</b>	✓		The change will have a Neutral impact on this characteristic as support would be offered by the school regardless of Religion or Belief.
<b>Sex</b>	✓		The change will have a Neutral impact on this characteristic as support would be offered by the school regardless of sex.
<b>Sexual Orientation</b>	✓		The change will have a Neutral impact on this characteristic as

				support would be offered by the school regardless of sexual orientation.
	<b>Other groups e.g. rural isolation, deprivation, health inequality, carers, asylum seeker and refugee communities, looked after children, deprived or disadvantaged communities</b>	✓		The change will have a Positive impact on this characteristic. All groups will not face barriers in accessing this school to receive high quality education.
	<b>Community Cohesion</b>	✓		Positive impact. The new school will provide community space to promote community cohesion.
<b>11.</b>	<p>Are the human rights of individuals <b><i>potentially</i></b> affected by this proposal? Could there be an impact on human rights for any of the protected characteristics? <b>(Please tick)</b></p> <p>Explain why you consider that any particular <a href="#">article in the Human Rights Act</a> may apply to the policy/ practice/ function or procedure and how the human rights of individuals are likely to be affected below: [NB: include positive and negative impacts as well as barriers in benefiting from the above proposal]</p>			
		<b>Yes</b>	<b>No</b>	<b>Comments</b>
<b>Part 1: The Convention- Rights and Freedoms</b>				
	<b>Article 2: Right to life</b>		✓	
	<b>Article 3: Right not to be tortured or treated in an inhuman or degrading way</b>		✓	
	<b>Article 4: Right not to be subjected to slavery/ forced labour</b>		✓	
	<b>Article 5: Right to liberty and security</b>		✓	
	<b>Article 6: Right to a fair trial</b>		✓	
	<b>Article 7: No punishment without law</b>		✓	
	<b>Article 8: Right to respect for private and family life</b>		✓	
	<b>Article 9: Right to freedom of thought, conscience and religion</b>		✓	
	<b>Article 10: Right to freedom of expression</b>		✓	

	<b>Article 11: Right to freedom of assembly and association</b>		✓	
	<b>Article 12: Right to marry</b>		✓	
	<b>Article 14: Right not to be discriminated against</b>		✓	
<b>Part 2: The First Protocol</b>				
	<b>Article 1: Protection of property/ peaceful enjoyment</b>			neutral impact
	<b>Article 2: Right to education</b>	✓ positive		Further enhancing the availability of high-quality education
	<b>Article 3: Right to free elections</b>			No impact
<b>Section 2</b>				
<b>D: Decision</b>				
<b>12.</b>	Is there evidence or any other reason to suggest that:	<b>Yes</b>	<b>No</b>	<b>Unknown</b>
	a) this policy could have a different affect or adverse impact on any section of the community;		✓	
	b) any section of the community may face barriers in benefiting from the proposal		✓	
<b>13.</b>	Based on the answers to the questions above, what is the likely impact of this policy			
	No Impact <input type="checkbox"/>	Positive Impact <input checked="" type="checkbox"/>	Neutral Impact <input type="checkbox"/>	Negative Impact or Impact Unknown <input type="checkbox"/>
<b>Note: If the decision is 'Negative Impact' or 'Impact Not Known' an EHRIA Report is required.</b>				
<b>14.</b>	Is an EHRIA report required?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	✓ <input checked="" type="checkbox"/>

### Section 2: Completion of EHRIA Screening

Upon completion of the screening section of this assessment, you should have identified whether an EHRIA Report is required for further investigation of the impacts of this policy.

**Option 1:** If you identified that an EHRIA Report is required, continue to section 3 of this document to complete.

**Option 2:** If there are no equality, diversity or human rights impacts identified and an EHRIA report is not required, continue to Section 4 of this document (below) to complete.

## Section 4: Sign off and scrutiny

Upon completion, the Lead Officer completing this assessment is required to sign the document in the section below.

It is required that this Equality and Human Rights Impact Assessment (EHRIA) is scrutinised by your Departmental Equalities Group and signed off by the Chair of the Group.

Once scrutiny and sign off has taken place, a depersonalised version of this EHRIA should be published on Leicestershire County Council's website. Please send a copy of this form to the Digital Services Team via [web@leics.gov.uk](mailto:web@leics.gov.uk) for publishing.

### Section 4

#### A: Sign Off and Scrutiny

Confirm, as appropriate, which elements of the EHRIA and are required for sign off and scrutiny.

have been completed

- ✓ **Equality and Human Rights Assessment Screening**
- Equality and Human Rights Assessment Report**

1st Authorised Signature (EHRIA Lead Officer): .....

Date: .....

2nd Authorised Signature (DEG Chair)

*PM Sumner*

11<sup>th</sup> March 2020